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ABSTRACT

This book advocates that a teacher in a biracial setting examine his own attitudes toward members of other races so that he can develop satisfactory working relationships with them. Many stereotypes and distortions do disappear when black, red, brown, yellow, and white teachers--out of mutual concern for the education of all children--meet and discuss common problems. Having examined one's own beliefs, values, attitudes, and behaviors in a multiracial setting, and having proceeded to identify, examine, discuss, and discover new feelings about one's racial attitudes, the next important consideration is the teacher's relationship to his pupils in and out of the classroom. Effective teaching requires good teacher-pupil relationships. Teacher's attitudes toward their colleagues are extremely important in the day-to-day routine. In attempting to integrate a desegregated teaching situation, black and white teachers should continue to develop an attitude of acceptance of each other as professional colleagues. A professional commitment to teaching begins with the teacher's acceptance of his share of responsibility by striving to establish wholesome teacher-parent relationships through open, honest, frequent, and pleasant (if possible) communications with parents, to the end that the children he teaches will be the chief beneficiaries. (Author/JM)

EFFECTIVE TEACHING IN THE DESEGREGATED SCHOOL

James H. Bash

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He initiated the formation of the Consultative Resource Center on School Desegregation at the University of Virginia (supported by Title IV, Public Law 88-352) in 1966, and was its director from March, 1967, to August, 1972. In addition to providing direct services to school systems, many publications relating to desegregation were released under his direction or authorship. Although he is now devoting more time to teaching, he still speaks out and writes in the field of intergroup relations and educational leadership.

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THE TEACHER

Teachers are as subject to human foibles as other people. Without question, some white teachers regard their assignment to desegregated schools as less than alluring. These teachers face their assignments with misgivings and anxiety because of their personal concern about the reactions of both the white and the non-white communities and because of their belief that they will work with children whose goals, value systems, and behavior are different from their own. Such teachers will learn, hopefully, that a family's socioeconomic level, not race, is the prime factor in establishing a youngster's goals and value system. Also, they may learn that family stability and parental guidance and experience determine a child's behavior more than race.

Black or other minority teachers may be less than enthusiastic about their assignment to a school attended mostly by white students and staffed by an almost all white faculty and service personnel. Minority teachers may find it difficult to discipline majority students because of their apprehensions over contact with irate parents or because their own school experience (desegregated/resegregated) may have been too unpleasant.

An individual's perception (accurate or distorted) of a situation influences his behavior. Perception and behavior are both influenced by attitudes toward the people and objects in the situation. Therefore, a teacher in a biracial setting must examine his own attitudes toward members of other races so that he can develop satisfactory working relationships with them. Attitudes do not change rapidly, but many stereotypes and distortions do disappear when black, red, brown, yellow, and white teachers—out of

mutual concern for the education of all children—meet and discuss common problems. Concern for children by teachers of different races hopefully will lead teachers to recognize each other, regardless of race, as professionals, as persons worthy of respect and dignity, and as colleagues with similar goals.

Hence an important factor to take into account in examining one's own attitudes is that, to be meaningful, the *examination must take place in a biracial setting.* Self-examination without the input from one's colleagues will likely result in the conclusion, "I'm all right; it must be the other person whose attitude needs changing." Of course, this is the safest procedure and the least threatening conclusion; one's own ego does not get hurt, changing oneself is not necessary. (As a parishioner once remarked to his pastor after a soul stirring message, "It was a marvelous sermon, but if what you say is true, I'll have to change my ways, and I don't want to do that.")

As a means of initiating an examination of attitudes and biases, teachers should seek answers to such questions as:

1. What are the facts regarding segregation in America? How did it come about, and why was it declared illegal?
2. How accurately do I know the backgrounds, value systems, and habits of those who are different from me? How are beliefs, attitudes, and behaviors developed?
3. In what ways do varied backgrounds, value systems, and habits affect the teaching process?
4. What emotional needs are common to all human beings?
5. What causes people to behave as they do?
6. What causes me to behave as I do?
7. What can I do for the children in my classroom that will help them to understand each other better?
8. What activities are necessary to help me to understand them and them to understand me?

The multiracial study and discussion group method is strongly recommended. It has been this writer's experience that there is greater pay-off for intergroup relations in the enlightened discussion group than there is in following only the uncommitting experience of reading independently with no follow-up discussion.

To study alone is only to acquire factual data, an exercise in cognition. In addition to reading, teachers must seek solutions to the questions raised above through group efforts. It is suggested that teachers, as a minimum effort, might:

1. Encourage their principals to initiate a study of the problems of racial relationships in the school by devoting faculty meeting time to a discussion of these questions as well as others more specific to the locale;
2. Do independent reading on the subject in appropriate professional publications;
3. Deliberately seek to establish a professional relationship with teachers of other races in order that there can be a mutually beneficial exchange of information, objectively and professionally dealing with information and misinformation.

Groups of teachers and their principals should seek and devise additional procedures to examine the nature and meaning of the problems identified. For those who are somewhat reluctant to initiate study on their own, it might be well to consider the utilization of outside specialists as consultants to assist in planning study programs and in conducting appropriate inservice seminars.

A small planning group could be established (preferably elected by the group which it is to represent), which is representative of cultural and racial diversity. The purpose of such a committee would be to serve as a focus for identifying and examining the problems of intergroup relations within the school. On the basis of their assessments, they should plan the inservice time allocated to the study of racially based problems. Regular weekly seminars, weekend seminars, or full-blown institutes of from one to six weeks long or more might be the result of the planning efforts. Many school systems across the country have found the institute program to be quite helpful.

The staff of the Desegregation and Conflict Center at the University of Pittsburgh has developed a "Process Consultation Model." It includes elemental steps essential to the development of the successful "desegregated/integrating" inservice program. One step in the process is the establishment of the planning group mentioned above. This group, under the leadership of a

skilled intergroup communications consultant, proceeds through a variety of techniques to identify, examine, and explore the nature of the problems within their school (or school system) which appear to be even remotely based on racial misunderstandings or differences. The items or concerns brought to the attention of and examined by the planning committee are subsequently organized into topics, including subheadings, which form the basis for inservice faculty meetings, seminars, or institutes. The planning committee also makes decisions regarding the sequencing of the topics and perhaps even the local arrangements. This is obviously an oversimplification of the procedure. However, if the program is to be successful, it is imperative that those who are affected by the inservice program have representatives involved in the planning of the meetings.

The following concerns were expressed by members of such a committee. They may not be all-inclusive, but they are representative of one faculty's hang-up. You may not agree with the implication of some of them, but if they are discussed by a mixed group, they do stimulate dialogue. In a multi-ethnic setting they may be useful as icebreakers to begin discussions.

1. Why do not more whites attend more social activities, such as dances, in the high school?
2. What are some approaches to be made to parents in developing biracial understanding?
3. How can we prevent a teacher from imposing his own racial culture on the pupils he teaches to the exclusion of the other racial culture?
4. Officers of a school activity or club should be the members who are best qualified to fill the several posts. How can we help students see beyond racial lines to the worth of the individual, so that when it comes to electing officers or representatives, students will disregard racial differences in all fairness to the nominee's ability and interest to perform the task?
5. How responsive are the professionals in education, particularly the school board, to community pressures? For example, if a teacher acts in what he feels is the best interest of his students, is he given a chance to present his

case to the administration and school board before he is dismissed on the basis of an intolerant parent's anger?

6. Can the solution to the problem of desegregation be speeded up by conducting conferences with parents such as are being held with teachers? Also, could we emphasize the biracial side less and think of human beings?
7. Although home visits have been discouraged, this year our principal has suggested that we try visitation on a limited basis. What can we do to keep our students, especially the black students, from feeling that we are prying into their home lives?
8. How can we set up challenging programs or activities to wipe out the feelings of the past?
9. How do you go about getting children to understand that two wrongs do not make a right? Many black students seem to go back to the days of token integration, when they were treated as a minority. Now that they are in the majority, they find it hard to think of the importance of fair play.
10. As a white teacher I strive constantly to avoid using displeasing cues. I often wonder if the whites are being put on the spot using "boy," a natural term of identification of sex. I feel that black students should be aware of cues that are displeasing to whites, such as the use of the word "bitch."
11. How can I work in a dictatorial system where one does only what he is told, nothing more? Race is not to be mentioned in the classroom in any way.
12. How can students be integrated without a counter reaction from black students to strike back for all past injustices?
13. Will whites and blacks be able to interact (on an equal, man-to-man basis) in situations where blacks feel included only because it is necessary to have black representation? Do some whites refuse to have any association with blacks because they still have hopes that the court order of integration will be reversed, even though close friendships might have been developed?
14. Should teachers be allowed to continue working in the

public schools when students are aware that their children are enrolled in private, segregated schools? Does not this show that these people are not sincere?

15. Why are learned or so-called educated people so prejudiced in spite of their educational experiences?
16. How can you talk freely when there appears to be a hostile or indifferent atmosphere?
17. Why do black students not speak to their white teachers in town?
18. What can the black teacher do about frustrated aggression on the part of the black students? My black students do not want me even to smile at a white student.
19. What difference does it make how whites pronounce the word Negro and, if it is offensive, why?
20. Eating together is an essential activity. It provides another dimension to developing relationships. What logical reasons are there for not eating together in the school cafeteria? If there are none, then why do we not eat together?
21. The school is integrated and the community remains segregated; should this topic be broached in classroom discussion?
22. The kids are not the problem; the problem is the parents. How do you change the attitudes of the parents?
23. What can be done to encourage white participation when parents will not allow their children to be active in extracurricular activities?
24. What about I.Q. differences between blacks and whites? Is there any great difference?
25. What do you do in a class which segregates itself, with very strong feelings on both sides?
26. Reservations, reasons for not becoming involved in race relations, are among the most serious barriers to intergroup relations. It is these reservations that both black and white have to deal with, but almost certainly they will not be dealt with effectively by a group unless a condition of trust and security is developed and maintained. How can we develop the sense of security and trust?

The above comments and questions were discussed and an-

alyzed by a planning committee with the assistance of an expert consultant. The topics were evaluated and synthesized into a week-long institute, the major topics of which were:

Intergroup communications systems in the desegregated/integrating school
Socio-psychological aspects of the desegregated/integrating classroom
Integrating the curriculum
School activity program
Desegregated school/segregated community

A major difficulty in bringing about a reconciliation in intergroup relations is simple communication. Groups and individuals who are unaccustomed to working on an equal and coordinate level with persons from other than their own ethnic and cultural background appear to find it awkward or embarrassing to carry on a conversation in a biracial professional or social setting. This may not be true in a superficial or chatty social situation, but in a multi-ethnic group a person of the majority culture who says "you people," "everything is all right," "spic," or "nigger," provokes either a lively discussion or an awkward silence.

The objective for all people should be to learn to discuss dispassionately in a pluralistic setting the simplest as well as the most troublesome and emotionally laden race-related problems. In this regard John Dean and Alex Rosen identify at least four important propositions.

1. Sustained interaction between majority and minority is essential if the lines of communication and understanding necessary for an effective intergroup relations program are to be established.
2. Persons inexperienced in intergroup relations frequently alienate minority persons with whom they wish to be friendly by inadvertantly expressing themselves in the language of prejudice.
3. Intergroup understanding is impeded by ignoring individual and group differences and treating all persons as though they were alike.
4. An effective intergroup relations program generally re-

quires adequate minority representation among those who develop and guide the activities of the organization.

There are many other propositions, but these four are minimally essential if reconciliation is to replace avoidance behavior. Many persons all over the country still miss the compelling nature of these four guidelines. The concepts apparently are too simple to be seen. We keep looking for something more complicated, and sometimes the simplest of ideas are the most useful.

In addition to these principles, there are six phases in planning and preparing to integrate a desegregated group. These phases or steps are described by Nathan Johnson and James Bash.

1. Face-to-face commitment: There must be a commitment to face-to-face interaction across racial, ethnic, or group lines.
2. Equal human status accordance: Equal human status must be accorded and shared by all members of integrating groups.
3. Unawareness concession: Persons interested in intercultural development must eventually concede that there are facets of other cultures about which they are unaware.
4. Mitigation of displeasing communication cues: It is imperative that intergroup awareness experiences include an examination and mitigation of displeasing communication cues.
5. Self-concept exposure: A discussion in an intergroup setting of the concepts one holds about members of other identities—self-concept exposure—provides the basis for new generalizations and understanding by participants.
6. Application of the mutuality factor: Mutualism provides the basis for a give and take discussion across racial lines in reasonably equal amounts.

These six steps or phases, when experienced and examined through sustained intergroup dialogue in which minorities are substantially represented and differences (both individual and group) are examined and understood, constitute the framework for a human relations model. Utilization of this model "provides the possibility of a direct personal experience with people of an-

other race. The process-product of the application of this human relations model to a desegregated group . . . *will be a free and unabrasive consideration of desegregation problems.*" Using step four, the mitigation of displeasing communication cues, as an example, a group with which the author is familiar spent a day and a half of a three-week institute developing a list of racially offensive terms such as "dago," "kike," "hunkie," "oreo," and so on, about fifty terms in all. The origins and connotations of each term were discussed, stimulating lively dialogues.

TEACHER-PUPIL RELATIONSHIPS

Having examined one's own beliefs, values, attitudes, and behaviors in a multiracial setting, and having proceeded to identify, examine, discuss, and discover new feelings about one's racial attitudes, the next important consideration is the teacher's relationship to his pupils in and out of the classroom. A young ninth-grade student, a member of a superintendent's human relations advisory committee, spontaneously wrote the following statement on May 1, 1973. It came as a result of a period of mild frustration with the committee, and it speaks appropriately as an introduction to this discussion of teacher-pupil relations.

LEARN

Why is it that people put blacks and whites in some kind of separate categories?

The students have fears and prejudices only because they were taught this. Even adults have this feeling and try to hide it instead of listening to the student's side of it. Why not let the teachers learn from their students sometimes? If teachers can learn from their students whom they are trying to teach, they will find they have a much better communication with people, Black and White.

Let the child take the job for a while, listen to your students, each one, and your subject will be taught and learned. Talk to your class, you will find that more students in your class will let their feelings out about the subject or whatever is being talked about.

Relate to people now!!! Don't wait. They will relate right along with you.

Effective teaching requires good teacher-pupil relationships. Such relationships may be difficult to develop in a desegregated/

integrating classroom, since past prejudices and fears are not easily overcome, and teachers will need to exercise patience and understanding in developing working relationships with their students in desegregated/integrating classes. But good relationships, obviously, are essential for a productive learning climate.

A black teacher facing a predominantly white class for the first time may be apprehensive in his new role. A concern likely to be uppermost in his mind is whether his students will accept him. In the past white children "loved" Negroes when they assumed menial roles such as cooks, maids, janitors, or butlers, but the same children hated and feared them when they proved aggressive and showed an inclination to improve their lot. The apprehension, then, is a natural one, but it should not cause the teacher to anticipate rejection. Even at the most elementary level, students can recognize confidence and competence, and these qualities evoke respect and acceptance. This does not imply that the teacher must be exceptional; it does mean explicitly, however, that both competence and confidence must be present and apparent. If the teacher is confident, competent, and keenly sensitive to the new situation, his chances for success are enhanced. A Negro elementary teacher in a desegregated Virginia school reported:

> For many years I taught in a segregated school but never received a good rating from my principal. This year for the first time in my life I have been able to teach as I was taught to teach. I have 24 children, plenty of books and teaching materials; the equipment is modern, the other teachers are good to me, the principal is very helpful, and I am grateful. The children respond like most others I have known—some good, some not so good and others not at all.
>
> The white principal reported, "She's one of the best teachers I have."

When there is rapport between teacher and students, the job of teaching becomes business-as-usual. Pupil anxieties recede about as fast as those of the teacher, and the teacher is the chief factor in relieving pupil anxieties.

White teachers moving into heretofore predominantly black schools find a different but equally difficult task. Some black students feel that white teachers are not really sincere. There-

fore, the white teacher must avoid behavior that indicates a know-it-all attitude. The teacher who presses inordinately for answers to legitimate questions may be rebuffed with the reply, "What difference does it make?" or "I couldn't care less!" Teachers must demonstrate genuine desire to understand and accept their pupils and give evidence of a belief that all persons have worth and dignity. The competent teacher who communicates these ideas to his pupils will have taken the first step to insure a classroom atmosphere in which pupils and teacher can adjust and accept each other and in which learning can take place.

By the time a child reaches elementary school, attitudes about his own racial group and others are fairly well defined; therefore, the teacher needs to help those students whose self-images cause them to assess themselves as inferior. These students will have difficulty learning in any situation. Following are some suggestions which the teacher might use. The classroom teacher should:

1. Acquaint himself with professional and vocational opportunities for all students;
2. Help his students understand that there are more work opportunities opening up for prepared individuals;
3. Cite examples of people of all races who have raised themselves from meager backgrounds, overcome societal obstacles, and moved into responsible positions on the American scene;
4. Concentrate on developing a list of local community personages who have succeeded in spite of their childhood socioeconomic status. (Their aid as human resources may be enlisted from time to time in any number of ways.)

No child should be preferred or rejected because of cultural background, race, or creed. Children are aware of either preferential or unjust treatment from teachers. Democratic classroom practices increase a child's sense of his own worth and the worth of others. Textbooks, materials, and class discussions should be selected and used to build each child's respect for himself and his classmates. Racial incidents should not be exaggerated, and

problems that arise should be handled with understanding and respect.

The teacher should understand that:

1. Some children are at a disadvantage when poverty, broken homes, poor educational backgrounds, crowded physical conditions, and actual hunger are an integral part of their daily lives; other children are disadvantaged because they have been racially isolated;
2. Some children have not received intellectual stimulation and have not developed the attitudes which are needed to benefit from schooling;
3. The world of the educationally deprived child has not prepared him for taking tests or filling out forms, nor has it taught him that competing and striving to get ahead are desirable;
4. The preschool experiences of many children may not have prepared them for the verbal and abstract learning upon which the traditional school depends. For example, the child comes to school admonished by his mother to be good and yet is unable to do so because of a lack of verbal facility and because his concept of good behavior (in the abstract) is not the same as that of the teacher. Lacking in motivation and being unable to meet arbitrary standards of achievement and social behavior, the child may lose confidence in himself, feel defeated, and rebel against the school.

A group of teachers in Wilmington, Delaware, submitted the following suggestions as ways to develop satisfactory interracial relationships with all children in the classroom.

Teachers should:

1. Start building their relationships with children by initiating contacts with teachers of the other races through workshops, and then on an individual basis.
2. Come to the class with a sense of history-making in mind, since he or she will be somewhat of a pioneer.

3. Start the class year with firmness and fairness. This is what will be expected.
4. Remember that the children new to the desegregated classroom, particularly the older children, may have as many anxieties and apprehensions as the teacher does.
5. Establish good relationships with all children. This can be done on a step-by-step basis. Such problems as tardiness, a new child in the classroom, the misunderstanding between students, and short supplies necessitating pupils' sharing paper and pencils can furnish the basis for establishing good relationships with the children.
6. Call all children by the names which their parents gave them.
7. Expect some children not to say "Yes, sir" or "No, sir" (or "ma'am," as the case may be). No issue should be made of this because there are many homes in which the children are taught to answer directly "Yes" or "No" without subsequent identification.
8. Handle discipline problems in the same judicious manner as in any other classroom.
9. Handle a child's verbal abuse or name calling in a manner consistent with the school's policy.
10. Talk to the children, and by all means, listen to them.
11. Avoid assuming too much. A child may be late for school many times. The reasons for tardiness should be investigated before a child is given a stern reprimand because he may be reprimanded for something over which he has no control. But, generally, the teacher should stress the point that, unless there are extenuating circumstances, he expects a youngster—well-to-do or not so well-to-do—to be punctual about reporting to school, turning in his homework, and so forth.
12. Use colors (including black) as the names of teams. Physical education classes offer a good opportunity to employ this strategy.
13. Accept verbalized feelings, but do not argue with the feeling. Get at the cause of the feelings. Frequently this can be done merely by discussing a statement which might have been filled with emotion.

14. Remember that children like to play games irrespective of their race, and when they play games, they usually do not think of race.
15. Accept the natural curiosity of children about each other. Some curiosity about the texture of the skin or the hair is perfectly natural. This should not be disturbing or alarming to the teacher.
16. Eat in the cafeteria with the pupils.
17. Cast aside erroneous generalizations, such as: all black children sing, dance, and are polite; all white children are studious and intellectually superior.
18. Insure that a wide range of multi-ethnic books and magazines are provided in the room library.
19. Make sure that any literature which degrades the members of any race or ethnic group is not permitted in the classroom library.
20. Insure that the toy dolls used in preprimary grades include those which are representative of various groups—brown, red, black, white, and yellow dolls.
21. Remember that offensive odors are a matter of personal cleanliness and diet (garlic, onions, tobacco, peppers) and teach the hygiene of body and foods.
22. Visit students' homes.

These suggestions are not intended to be original or exhaustive. Careful examination will reveal that these procedures have been used by good teachers everywhere. Teachers may discover and devise for themselves other techniques and procedures as they teach desegregated/integrating classes. Small interracial groups of teachers may find it desirable and stimulating to use these suggestions as a basis for getting additional ideas.

A few of the above suggestions present ideas as to how to deal with potential discipline problems. Since many teachers are very much concerned about discipline in the integrating classroom, they should work with students for a period of time long enough to help them develop a code of behavior. (Very little teaching and learning may take place until there is common understanding about acceptable behavior in the classroom.) Although the common code ultimately may be not too different

from that previously followed by any of the students, the teacher should not make the mistake of thinking that students have already developed a common code. The teacher would be well advised, finally, to take the time necessary to acquaint all students with what is expected of them under the adopted code of behavior.

The master teacher has always been concerned about the achievement of his pupils. He organizes his classroom instruction to insure maximum achievement on the part of all students. This does not mean that they all achieve at the same levels; after all students do not have the same intellectual capacity. The desegregated/integrating classroom presents no new problems along this line; the problem is often one of organizing the instructional processes to take into account a wider range of abilities within the classroom. For example, many teachers are now orally administering examinations to students who have severe reading handicaps in order to see whether or not they can listen and understand even though they cannot read the written question adequately. Teachers have found that students can answer questions orally even though they cannot read or write well.

The underachieving child, however aggressive or unresponsive he may seem, essentially lacks confidence in himself as a human being. Experiences in his past have indicated to him that there is no reason to expect success. A sensitive, creative teacher, one who understands children's problems and attitudes, will individualize instruction with an understanding of the special backgrounds of all children. He attempts to build a realistic curriculum, employing new and varied teaching techniques, and he (1) builds self-confidence through the strengths which each child possesses, (2) helps each child to aspire to appropriate employment goals in accordance with achievement levels, (3) is just, dependable, sympathetic, and empathetic, and he (4) demonstrates that he cares about each child as an individual.

A teacher in the desegregated/integrating school understands the importance of the work he is doing. This understanding helps him overcome the difficulties he has with the children and the disdain of his peers who feel he is wasting his time doing such a job. One superintendent of a southern school system stated that, "teachers will come to understand this thing [desegregation] only through reading, studying, conversing with others, and wad-

ing in; but first they've got to be willing to try it." The teacher must be mature enough to realize that his impact on children can be extensive, that children will learn as much by his example as by his words, and that he must be courageous enough to examine the curriculum to institute new content and procedures where they are called for.

Pupils, both white and nonwhite, constituting the lowest academic quartile of the student population, have been expected for years to master a curriculum that was not designed to meet their educational needs. Mastery of content was sought through textbooks which for the most part were beyond their comprehension. Also, mastery was sought through classroom procedures which presumably met the needs presented by the textbooks. Three beliefs intensified the problem: (1) that every child wishing to be educated had to digest a common core of knowledge, (2) that every child had to know all preceding material, and (3) that every child had already accomplished the basic learning skills essential to the mastery of that knowledge. In this concept of education, curriculum guides represented minimum standards of attainment for all students. These standards were maintained by a system of achievement testing that emphasized recall of material.

The concept of a common curriculum and a single, state-adopted textbook failed to take into consideration that all pupils of the same chronological age have not enjoyed equal advantages in cultural development, economic opportunity, family stability, opportunity for learning, and previous academic success. If educationally deprived children are to receive genuine educational opportunity, the school must develop a curriculum to meet their needs, whatever these needs may be.

Three basic areas in the educational program, therefore, should receive attention:

1. The content of the curriculum;
2. The teaching materials used to support it;
3. The teaching methodology necessary to present it.

The content of a language-centered program, for example, begins at the level of attainment of the student in four areas of language: listening, speaking, reading, and writing. Although

language has direct involvement in all content areas, it is of primary importance in English and social studies. It is, therefore, highly desirable that content in these studies take into consideration the sequence of language development and the fundamental importance of language skills. There are numerous ways in which language-centered programs can be organized. One practical suggestion, a procedure used with success in a number of junior high schools, is described below:

> In social studies some content may be taught in fairly large groups, while other content may be taught in small groups. Small groups also permit personalized instruction.
>
> The following outline describes the organization of a typical program:
>
> Monday —Total class. The heart of the program which runs through the week. New material introduced by teacher, using a variety of technical teaching aids.
>
> Tuesday —Half-class (Section A) in discussion. Directed by the teacher, but students do most of the talking to develop verbal facility. Half-class (Section B) in library. A free period of library exploration under the leadership of the librarian.
>
> Wednesday—Alternate schedule. Section A in library. Section B in class discussion.
>
> Thursday —Half-class (Section A) writing. Brief, written and corrected, in-class exercises to develop skill in writing. Half-class (Section B, in reading. Reading skills instruction. Taught by a reading specialist.
>
> Friday —Alternate schedule.

The above plan of organization for instruction lends itself well to classes other than social studies, for example, language arts, foreign languages and general science. The allocation of time to large group instruction, small group, and individual instruction varies with the class and the subject, but one suggestion is that large group lectures will take up 40 percent of the time, independent study 40 percent, and group discussion 20 percent. In order to develop more skill in talking and listening, especially to develop interaction skills in a biracial setting, it may be necessary to increase the percentage of time devoted to discussion. It is essential that, if maximum learning is to be attained, large group instruction be accompanied by both small group in-

struction and discussion, and independent or individualized study or instruction.

The following suggestions will be of assistance if the teacher is to provide optimal learning conditions for all students.

1. Daily lessons should be planned in detail so that class periods may be utilized fully.
2. Routine matters, such as taking attendance and collecting papers, should be assigned to student assistants or teacher aides, if available, in order to relieve the teacher to perform the professional task of instruction.
3. In the large group instructional period, the teacher should avoid carrying on a discussion with an individual student.
4. Community resource persons should be brought in so as to give students contact with such people.
5. Presentations by teachers to large groups should include the use of a variety of technical teaching aids.
6. Students should be assigned to small groups in accordance with their needs, emotional maturity, past school records, educational goals, friendships, and so on.
7. Consideration should be given to changing the composition of small groups occasionally.
8. Caution should be observed in scheduling the number of small group discussion periods; the tendency is to spend too little time in small group discussion.
9. Students should be encouraged to play the role of discussion group leader, and this function should probably be shared by all students at one time or another.
10. The rules of behavior during small discussion periods should be developed cooperatively with the students.
11. All students should have an opportunity and be encouraged to participate in discussion sessions.
12. Problems of communication, such as vocabulary difficulties, should be cleared up whenever they arise.
13. An atmosphere of informality should be maintained.
14. The teacher should enter a discussion (if not serving as a leader) when there is a problem of misinformation, misunderstanding, or lack of information.
15. It is not always necessary for the teacher to be present

when small group discussion is taking place. The teacher may have four or five discussion groups proceeding simultaneously in the same room and float from group to group as needed.

16. Independent study by the pupil or individual instruction by the teacher will be a natural outgrowth of small discussion groups. As understanding and insight are achieved by the pupils, they are able to move to their independent projects associated with the topics under consideration. The slower learner or the student who is unable to develop self-directed activity should be assigned material which is carefully selected.
17. As students are engaging in their independent study, the teacher may again float from pupil to pupil, offering encouragement, information, or whatever type of assistance is necessary.
18. Homework assignments should be reasonable, an outgrowth of the individual needs of the students for additional experience and information. Homework assignments should not be used as punitive measures; they seldom achieve the teacher's intended purpose. If several pupils come from homes where the climate does not lend itself to home study, the teacher may try to arrange for these pupils to work at school under his supervision.

While the above suggestions do not cover the entire range of operational techniques, they do suggest procedures to be used by teachers as they strive to individualize the instructional process and to improve the quality of instruction in the desegregated/integrating classroom. Quite obviously a major part of the procedure involves planning and organization. Where additional adult assistance is not available, teachers will have to organize their classrooms in such a way as to utilize the talent that is available.

1. Make use of outstanding students in independent study programs to assist as student tutors in the classroom. Certain students who are able to work in large measure on their own can be assigned some independent study, and for two periods per week they could be assigned to a teacher

who needs some assistance with individual student tutoring. These students then could go into the classroom and tutor two or three students, allowing the teacher to conduct individualized instruction and study.

2. Use freshman, sophomore, and junior students from nearby colleges for several hours a week as tutors for both individuals and small groups of individuals in connection with certain skill development. For example, college students could help in reading, writing, number work, and even advanced mathematics.
3. Group students into threes, composed of one bright student, one average student, and one who is in need of remedial help. The teacher instructs the top students in each of the groups how to assist the others without doing all the work for them. Such an arrangement calls for flexible regrouping possibilities. At times the class will be grouped homogeneously by ability, while at other times heterogeneously, depending on the tasks.
4. Utilize top-flight high school students to come to the elementary school for one period a day to assist with the reading groups, arithmetic groups, or other small groups for instructional purposes. This is particularly easy to arrange in the twelve-year school.

The appropriate use of students as aides in the classroom, in addition to the employed paraprofessionals, is supported by studies which reveal that good students learn when they are teaching others. In organizing and using talent in the above ways (and there are others), the teacher is able to give additional and specific help to those who need it, and at the same time he receives teaching assistance from the better students.

Another practical suggestion to utilize available talent involves two or more teachers, no two of whom are of the same race or cultural background. The teachers work together as a team planning their instruction and materials so that all students come in contact with teachers in both directive and supportive roles. Such a program can be carried out in the high school in social studies or English or mathematics or any course in which there are two or more sections of the same class. These teach-

ers would change classes according to the plan developed, and perhaps the classes could meet together for some large group presentation. It should be emphasized that so far as the teacher is concerned, the most important feature of this process is planning together, because it provides an opportunity for teachers to become better acquainted.

The procedures outlined on the preceding pages work most effectively if a variety of teaching materials and instructional aids are readily available both in the classroom and in the school library. Even with only a minimum of materials, the procedures will work. Faculty groups have to work together to develop and procure such materials, which should be selected with the program structure in mind.

The nonbook instructional materials should be sufficiently varied in levels of difficulty to provide for the range of comprehension levels of pupils. Some of these nonbook learning resources will be the conventional materials, while others will be those more recently developed. Also included would be realia that students bring from home—objects, specimens, or collections—to be examined and analyzed on an individual basis or with two or three other students. Models of human anatomy, insects, and the like which the student may construct on his own are commercially available, and they provide an occasion to learn relationships and locations of parts in relationship to the whole. Mock-ups and electric boards, forerunners of the teaching machine, can be used by individual students to determine whether or not they have learned facts.

For many years study prints have been available which are expressly designed to show students the costuming of various cultures, to show them geographic aspects of far-off places, and to allow the student to examine them in considerable detail. In addition there are:

1. Projected still pictures which may be used for individual study;
2. Slide-viewers and filmstrip viewers which enable the student to work on his own. Some of these are accompanied by taped narrations and recorded music; others require the student to operate the viewer at the sound of an audible

signal. And still others are completely automated, the presentation handled from beginning to end by the equipment;

3. Materials available in which illustrations have been photographed and put in filmstrip form; companion narration has been recorded on discs, and both of these are accompanied by books. Children follow the narration as they run through the book.
4. Language laboratories, which may be used by a large number of students simultaneously or for activities which require listening or listening and student response on an individual basis. The tape recorder may be used in the same fashion. Certain recording instruments will allow listening of one track and student response on another track.
5. Materials developed and photographed on eight-millimeter film loops which are loaded in plastic cartridges and placed in specially designed projectors for student viewing. The projectors are designed for simple operation and enable an elementary student to use the equipment without having ever to touch the film.
6. Recordings available on disc records, which may be used either in group instruction or individual study. The use of earphones along with the record player will prevent the sound from distracting other students.

Along with concern for immediate needs, faculty groups need to work toward the development on a long-range basis of a new curriculum (not a watered-down or traditional curriculum) designed to meet the emergent needs of all students. The content for the new curriculum should be carefully identified by faculty groups, and the concomitant teaching aids and reading material should be procured or developed at vocabulary and interest levels suitable for youth of various ages, talents, and abilities.

Additional practical suggestions for teaching procedures designed to improve the quality of education can be found in the average, well-stocked school library under the topics of team teaching, ungraded classrooms, simulations, instructional innovation, and so on. Also, almost every professional journal contains references to multi-ethnic materials, newly available classroom

practices which work, and organizational techniques designed to facilitate integrating the desegregated school.

Since teachers are speech models for pupils, teachers should be aware of their personal speech habits. Students, parents, and coworkers may judge a teacher on the basis of his faculty grammar, colloquialisms, and enunciation. It may be unfair, from the teacher's point of view, for people to engage in this dubious practice, but they sometimes do. As a practical matter, then, the teacher could tape-record his own voice under a variety of conditions—extemporaneous conversation or prose and poetry reading—and then listen carefully to the playback for pronunciations, enunciations, gutteral patterns, or trailing off in order to become aware of his own speech characteristics. It would be a commendable exercise for two or three teachers to work cooperatively and to criticize constructively the recordings of each other.

Developmental speech programs for students should be a part of the communicative skills activity of most schools. Since speech patterns are formed in early childhood, any suggestion by the teacher that a child's speech pattern is wrong may provoke a sense of frustration. It should be explained that there is more than one English language style, that in addition to "standard" English, there is also a formal style and, more important, several restricted styles (dialects).

Here are a few suggestions for the teacher who is concerned about speech problems:

1. Before going into the classroom, tape an off-the-record conversation to determine what your speech rate is, then be careful that you do not talk too fast in the classroom.
2. Listen to the speech habits and patterns of others, paying particular attention to the different pronunciations of selected words.
3. Make use of a tape recorder in your classroom to help youngsters (and yourself) become familiar with their own speech patterns. Discuss the "funny" results freely, openly, and objectively.
4. Limit oral instructions in the classroom to simple terms until you have determined the general understanding level of the students in the class.

5. Put more emphasis on listening at all grade levels. Make use of the new listening books, which involve reading a book while listening to a recording of it. This allows a student to check his own reading and pronunciation with that of someone who knows the words. Also, the teacher might even record his own reading for the same exercise. Students who have difficulty in reading become more interested in reading through this technique because they are able to understand the stories or information they are reading. The recording will recede into the background and eventually out of the picture.
6. Discuss sounds of printed words with your students. Illustrate how a given word may be pronounced with a variety of sounds. Make lists (with your students) of words that sound different.
7. Constantly (or as often as possible) share with your pupils examples of misunderstandings traceable to a misperception of what was said. Encourage them to engage in the same exercise. (Some years ago, the writer observed a teacher reprimand a student for spelling the word "sycamore," as follows: "sycamo." When asked how she had pronounced the word, she was indignant and replied with emphasis, "just like everyone else does—sycamo!")

TEACHER-TEACHER RELATIONSHIPS

Teachers' attitudes toward their colleagues are extremely important in the day-to-day school routine. Attitudes are typically based on beliefs, experiences, and information held to be true. When opportunities for professional experiences between blacks and whites in segregated schools were limited, teacher attitudes toward professional colleagues of another race generally were not based on reliable information, but on stereotyped identifications and overgeneralizations. Few teachers attempted to examine their beliefs critically and logically. As a result, many reasonable teachers rejected a rational analysis of their racial attitudes. If the conflicting attitudes and the resulting behavioral patterns of racial groups are not reconciled, attempts to refine working relationships will be stifled, and each group will find itself isolated from each other.

In attempting to integrate a desegregated teaching situation, black and white teachers should continue to develop an attitude of acceptance of each other as professional colleagues.

1. Work together on common problems of mutual interest.
   a. Develop approaches to the teaching of reading to retarded students,
   b. Develop a unit in arithmetic, social studies, science, and other courses,
   c. Plan a case study project based on the learning problems of selected students,
   d. Cooperatively plan a teaching unit using teams.
2. Strive to develop, through occasional frank discussions of

each other's problems, a rapport through which greater professional insight and personal understanding may result.

Teachers should not assume that an integrated working relationship will come immediately, nor should they assume acceptance by all faculty members will ever occur. Not every black teacher is accepted by all other black teachers, nor is every white teacher accepted by all other white teachers. Although some persons are slow to accept colleagues of a different racial group, other teachers, committed to their profession, put basic environmental and cultural differences in proper perspective.

It cannot be overemphasized that teachers should work with a member of another cultural and/or racial identity on a sustained basis. Principals must assume responsibility for assisting teachers who are in the minority to plan their work with other teachers in such a way that it provides opportunity for interaction. In so doing, teachers may become better acquainted through the cooperatively planned work experience.

It is essential to avoid certain cliches, particularly those which white Americans have developed in their previous white-black relationships. For example, the expression, "you people," seems to imply that blacks are not a part of the total group. It also makes evident the white person's inability to regard the minority group person as an individual, even though, more often than not, whites do not *consciously* intend this meaning. On quite another plane, but simply to make the point, teachers have probably felt a sense of resentment when a principal refers to the faculty as "you people," a term which separates himself (the good guy) from the rest of those present (the bad guys).

Prefatory statements such as, "I know you haven't had advantages, but . . ." are expressive of a patronizing attitude and imply that the white teachers feel superior. Such rash or unmindful comments could negate the possibility of developing pleasant and deeper intergroup understandings and relationships.

There will be fewer incidents of bruised feelings if teachers can bring themselves to accept inadvertent slips as simply that, particularly in the early stages of the developing professional relationships. Many who extend friendship and respect to the Negro may be called "nigger-lover" or "Uncle Tim." The Negro teach-

ers who accord the same respect in reverse may be labeled "Uncle Tom" or just plain "white folk's nigger." These are but a few of the expressions that hundreds of years of separation have brought upon minority and majority teachers who talk to each other but do not communicate. This is a tragic circumstance and symptomatic of an ailing society. In time, however, it can be corrected through openmindedness, genuine attempts at understanding, support of continuing professional attitudes, and a recognition on the part of all teachers that slips occur but decrease in frequency as experience is gained in the relationship. Maturity in this area of interpersonal relations will be demonstrated by understanding and insight.

Subtle expressions of hostility or discourtesies, such as ignoring a greeting at the beginning or at the close of the school day, pretending not to see a co-worker in the halls, or even deliberately ignoring a question, must be avoided. Otherwise it will be impossible to develop, maintain, and deepen professional, as well as good human relationships. When discussing students with other teachers, refer to the students by the names given to them by their parents, and avoid the use of first names of other teachers unless invited to use them.

White people in the past have effectively—openly or covertly—subjugated racial minorities. However, the white teacher must understand that today he is working alongside the twentieth-century minority person on an equity basis. If the white teacher expects deference from his co-worker, he is in for disappointment. He will not receive it.

In summary, the white teacher is a person and not a myth. In this respect the behavior and the attitude of black Americans is changing much more rapidly than those of the white teacher. From the inspiration of such leaders in the intellectual emancipation of the Negro as W. E. B. DuBois, Carter Woodson, and Martin Luther King, the Negro first changed his corporate image within the Negro minority and is now changing his image within the white majority. He is sharply rechiseling his profile from that of a comical, laughing, irresponsible clown to that of a patriotic, responsible, hardworking citizen who regards the white man as a cultural brother and not a great white father, a Mr. Charlie, or an economic enemy. The change is persistent and evident. Teach-

ers of all racial identities are bound together in the leading edge of human interaction and in situations demanding recognition by the changing patterns of the social order. The soundness and integrity of teaching, therefore, will be determined in large measure by the success which black and white teachers have in establishing mutual professional and personal respect.

TEACHER-PARENT RELATIONSHIPS

In any school, the establishment of a satisfactory parent-teacher relationship is a necessary basis upon which to build parental confidence and respect. Where the teacher and parent are of different racial and cultural backgrounds, the need for a harmonious working relationship takes on even greater importance. A teacher who has a desegregated/integrating class faces many social, emotional, and psychological problems in attempting to create and develop a climate for effective teacher-parent communication.

The teacher, educated to look beyond the child to the social and economic conditions from which the child comes, knows that no matter how adequate the curriculum, how many and varied the materials for instruction, how attractive the classroom, or how competent and understanding the administrators may be, these are mere instrumentation and structure for educating the child. He also knows that these do not, and cannot, function effectively in an atmosphere devoid of open and realistic communication between teacher and parent. Nor is it realistic to close his eyes and rationalize that the child's social environment is not the province of the teacher, but the responsibility of society. The effective teacher is both a social and intellectual leader, a member of the society within which he assumes responsibility for change. In view of this, a professional commitment to teaching begins with the teacher's acceptance of his share of responsibility by striving to establish wholesome teacher-parent relationships through open, honest, frequent, and pleasant (if possible) communications with parents, to the end that the children whom he teaches will be the chief beneficiaries. The establishment of a satisfactory relation-

ship with parents of another race or cultural background is a necessary basis upon which to build parental confidence and trust.

Teachers want to know where to begin. A practical approach would be to consider the following general statements concerning parents of both white and nonwhite culturally and educationally deprived pupils:

1. Children have strong motivation and loyalties to their families and their cultures. Here is where they belong, where they are fed and cared for, and where they feel comfortable.
2. Parents of deprived children have been viewed as having little constructive help to offer for their children. While it is true that many parents who themselves lack formal training cannot aid in intellectual tasks, these parents still have a tremendous influence on the desires and ambitions of their children. Parents of meager educational backgrounds have often developed a greater appreciation for good schooling because they now know its relationship to responsible positions. And these parents can motivate and encourage their children; they can instill in them an appreciation for good schooling.
3. If the teacher is to be successful in getting the home and family to reinforce school, especially in changing habits and attitudes, he must find ways to improve and strengthen the family's concern for their children's education and their relationship to the school.
4. If the teacher or school tries to educate children without contact with parents, the chances for success are limited at best; however, if parents can be encouraged to show interest and can be given opportunities to cooperate, the classroom instructional program can be more successful and certainly more satisfying to both teacher and pupil.

These statements imply that effective, meaningful communication must be achieved and that an understanding of the roles and problems of the home and school must be developed. This can be done best by meeting parents face-to-face. But should the teacher go to the home or should the teacher invite the parent to the school?

If the teacher decides to invite the parent to the school, a simply worded note (or oral communication) often gets results. The note may state that the teacher wants to know the parent better so that together they may plan ways to help the child. On the other hand, the teacher may prefer to give the parent(s) the option of meeting the teacher at school or at the home. An expression of interest on the part of the teacher makes the parent feel that he, too, has a part in the child's education. Meetings may be planned for individual parents; however, at first, all parents might be invited to informal discussions built around such topics as activities in reading, field trips, or ways in which individual parents can participate in their children's school experience. In this way parents are provided the opportunity to become acquainted with the teacher and other parents with common goals.

When home visits are decided upon as a means of developing further the home-school relationship, a message should be sent to the parent suggesting a time when the teacher can visit and, if necessary, asking for a suggestion of a more convenient time. Another, and perhaps more effective, procedure is used by many large urban school systems. It calls for the employment of a "school-community agent." Although the responsibility of the agent does not directly involve the classroom teacher, the agent nevertheless draws parents closer to teachers as a result of his liaison work. Such a person is often instrumental in helping to break the ice between parents and teacher. Teachers may meet parents casually in the agent's workroom or they may accompany the agent on one of his frequent home visitations.

It is important in home visitations that status differences be minimized. The teacher should avoid assuming an air of superiority and paternalism. The teacher should find an area of interest which puts the parent at ease. A word of caution to white teachers comes from a teacher in Detroit: "Seek out parents, and find good things to say about their children. But don't say, 'Your child came to school nice and clean' because that's the most patronizing thing you can say to a Negro."

Long, drawn-out conferences during which the parents sit and listen while the teacher talks on and on about Billy's strengths and weaknesses, what he needs, and what he does not have, are

not likely to strengthen a relationship. The parents should be encouraged to talk. The teacher should note their comments about the child's interests and experiences, the parents' ambitions for their child, and his past school history. Since the home, as well as the school, is an educational agency, the opinions of parents should be respected, and of course parents frequently offer valid criticisms and helpful suggestions. Parents and teachers together can guide the child better than each doing it alone.

Teachers will find the following suggestions useful in preparing to visit the home as a means of strengthening the bond between school and home, teacher and parent. Although many of the procedures have been used before, it will be useful to consider them once again in the light of anticipated new experiences.

1. Seek reliable information in a professional manner about the child and his home conditions from previous teachers, cumulative records, the principal, and discussions with the child himself.
2. Study the work habits of the pupil as well as his work.
3. Collect samples of the pupil's homework, art work, test papers, and so on to document the student's strengths and weaknesses.
4. Plan ahead of time what points you want to discuss with the parents.
5. Plan your icebreaker so that your conversation will get off to a good start. Plan to ask about other children in the family, how the new job is coming along, how to raise a vegetable garden—anything but the weather! The point is to get the parents started talking about something that interests them.
6. Plan your closing comments. Conversations are occasionally difficult to bring to a close, so arrange to summarize your agreements and plans for the child.

After making these preliminary plans, the teacher should:

1. Send a message (oral or written), to the parents that he would like to meet them at their convenience either at their home or at the school. When this invitation is given, the teacher

should be willing to adjust his schedule (within limits) in order to take advantage of the time suggested by the parents.

2. Attempt to meet the parents (at home or school) with the child present, but do not refuse to visit the parents if the child is not present; sometimes children have to work. They should not be expected to be available to the teacher except during the school day.
3. Use the icebreaker topic to get over the initial uneasiness. At the last minute, as the parent approaches your classroom or as you raise your hand to knock at the front door, you may have to change your entire approach, but do not panic. Be candid, honest, and sincere. The one important thing that you and the parents have in common is concern for their Mike or Bonnie.
4. Avoid professional language. You may be a wizard with words, but if you do not communicate your ideas in terms the parents can understand, your time (and theirs) is wasted.
5. Observe the social amenities without making the parents feel ill at ease. Accept parents as they are and do not try to reshape their manners or mode of living, even though these are not to your liking. The primary concern is the child's welfare—what can be done for him that is within your power to do.
6. As a rule of thumb, observe a self-imposed limit of fifty words on any given explanation of the child's work. If you use more than fifty words on one aspect of a pupil's work, you will likely lose your listener. (Try listening sometime to a long explanation on a topic which you do not understand.)
7. Plan to talk with parents for no longer than thirty minutes unless, of course, circumstances dictate otherwise.
8. Use the closing comments planned for ahead of time. Do not leave abruptly but likewise, do not linger on and on!

The importance of the informal relationship cannot be overemphasized. If parents exhibit some hostility, it could very well be a reflection of their own disappointment and painful experiences in school. Basically, parents consider the school as a

source of hope for their children. When parents understand what the school is trying to do for their children, when they find that they can genuinely rely on the teacher and the school to provide the skills necessary to cope with the new, more complex society, their interest, enthusiasm, and cooperation can be enlisted.

Some parents may not respond to a request to visit the school nor to a note requesting an appointment for a home visit. In such cases, the aid of a social worker, visiting nurse, community agent, or health official may be solicited. The teacher may receive useful information from these people. Frequently they have already established rapport with parents.

An additional means of making contact is through the parent-teacher association. The complexities of PTA meetings, committee work, bylaws, and money drives, however, often deter parents who want to know more about the school. If, during PTA meetings, teachers seek out parents, assure them they are welcome, invite further contacts with the school, and explain the intricacies of the PTA, they can begin to establish a good relationship with parents.

Parents, on the whole, are anxious for their children to do well. Parents usually want to cooperate, and when cooperation is seemingly lacking, it is often because parents do not understand how they can help. Parents can be expected to give their cooperation only when they understand what the school is trying to do.

Parents and teachers are human beings confronted on every side with pressing problems of daily living in a complex and confusing world. A greater understanding of each other's work, emotional tensions, and responsibilities in the education of the child is needed to develop mutual trust and cooperation. Teachers and parents both benefit from effective home-school relationships; however, the children are the chief beneficiaries.

TEACHER-ADMINISTRATOR RELATIONSHIPS

The extent to which administrators and teachers were responsible for providing leadership in effectively desegregating schools in the fifties, sixties, and early seventies holds true in the process of integrating the desegregated school. Many who were involved in the early days of desegregating schools were reluctant to discuss it openly for fear of reprisal or rejection. Studies of schools which pioneered in desegregation programs indicate that the most important factors were the nature of leadership provided by the administration and the quality of teaching performed by the teacher.

The school administrator *is* influential in accomplishing school integration. He must be willing to participate actively in bringing about educational change, to be a constant morale-booster, and to be the voice of social conscience. He must become totally involved as a person, as well as an educator, keeping in mind that the ultimate goal is to develop an instructional climate that will maximize educational opportunities for all children.

An important consideration in the preparation for and implementation of integration is teacher morale. If teachers in the desegregated/integrating school are to accept their role in removing the traditional barriers which have impeded educational change, administrative leadership and administrative backing are vital. In times of crucial change, teacher morale may drop unless the support of professional organizations and the school administrator is plainly evident. Every teacher needs to be accepted, but the black teacher who works with a white principal or with white

children, where he has been unwelcome heretofore, feels this need even more keenly.

Integrating the desegregated classroom places great demands on teachers. High professional competence is essential to offset the psychological and emotional tensions. The teacher, before anyone else, recognizes his professional commitment and whether or not he can fulfill the complex demands of teaching in a desegregated/integrating school. If his perception of himself suggests that he cannot fulfill these requirements, he is reluctant to accept assignments which demand wide versatility because his security is jeopardized. If he feels that he can meet the requirements, he is quite likely to be an effective teacher in any circumstances. Job insecurity, then, does not emerge as a factor.

Trust is a basic ingredient in forming congenial relationships. Culturally imposed taboos which have been instilled in both races are the most formidable barriers in building a relationship based on trust. False generalizations, founded on incidents selected to reinforce the stereotype, are additional deterrents to good human relations. The truly professional principal will aid the instructional program in his school by indirectly assisting teachers of different cultures to find ways and means of establishing mutual trust and confidence. Organizing the faculty into small mixed discussion groups to study the school's instructional program, to identify problem areas and potential trouble spots, is one positive step which the principal should take. By working together and by focusing attention on pupil needs, teachers will begin to have deeper understandings of persons of other cultures and will gain insight and understanding about each other.

Administrators may gain a better insight to the problem of teacher competence in the classroom if they understand the gradual changes that have taken place in the curriculum. In the thirties and forties improving the mental health of students was emphasized; a desegregated/integrating school will need to reemphasize mental health if socially productive people are to be developed in the schools.

The fifties and sixties brought a demand for a new emphasis on intellectual development and the freedom to learn. The mastery of the discipline and the use of discovery learning techniques were stressed. This led to an emphasis on developing skills of in-

quiry and resulted in an elevation of scholarship. The approaches are appropriate and are worth continuing. But the scope of the curriculum should be such as to provide both the content and experience which meet the varied needs of all children.

Administrators must organize their faculties to develop programs which will bridge the gap between the deprived child and his more advantaged peer, irrespective of race. For the most part, this is the task of the teacher, yet the principal must supply the leadership and cooperate with the teachers and resource persons in planning the program. The principal's participation and support are necessary to produce the educational climate needed for development and implementation of the program. Principals for the most part find that dependence on faculty groups to develop the needed programs is not misplaced faith; indeed it results in the teacher and principal developing respect for each other and in an improved relationship between the principal and his faculty.

In planning new programs, school people must consider the social backgrounds of pupils, their attitudes toward learning, and their aspirations. The public school has become an active agency in the prevention of mental illness and juvenile delinquency and in developing human resources. Under the leadership of the principal, with the cooperation of the teachers, each school must now become an agency for the prevention of social illness, and the fulfillment of democratic ideals.

The educationally deprived child needs broader opportunities to participate and to experience success in school. Faculty groups must redesign the traditional curriculum in order to make learning relevant to the real experiences, needs, and aspirations of the child. Relevance should be a primary criterion in the selection of subject matter, but a watered down curriculum should be avoided.

Children of minority groups have feelings of exclusion and worthlessness when they are not aware of the roles of their forebears in American history. The omission of the great men and women of other than the white race from some texts and locally prepared materials also contributes to the ignorance of the white child, who sees nonwhite persons in only menial positions. School administrators must encourage teachers, in cooperation with

resource personnel, to develop materials which demonstrate that minority groups are a part of American history and society. Together, they can compel publishers and writers to produce suitable material.

Any procedure which suggests that the level of achievement of a child can be raised should be explored. Principals should encourage committees of teachers to develop programs of study which begin with determining the strengths children possess, instead of imposing upon their staffs a preconceived model. Slow learning stems from many causes, such as poor study habits, emotional expectations, parental expectations, lack of self-confidence, low self-esteem, reading retardation, lack of verbal facility, lack of motivation, and, of course, poor teaching. There is, on the other hand, evidence which indicates that, with appropriately designed educational programs, the deficiencies of educationally deprived children can be overcome.

Instructional leadership must be provided by the principal to aid in the development of new methods of instruction designed to remedy pupil deficiencies. Teachers have faith in their own capacity to teach and in the ability of their pupils to learn; therefore, administrators should make available to teachers materials and resource personnel to help them learn more about the cultures of ethnic groups they will be teaching.

Teachers and administrators must fully inform themselves in a multi-ethnic setting of the social significance of such concepts as race, racism, ethnocentrism, prejudice, discrimination, segregation, desegregation, black power, integration, pluralism, and so on. Only then can they understand these concepts in their true perspective and aid effectively in devising solutions to the problems arising out of the social misapplication of them in the past.

In order to desegregate the integrated school, human relationships must be perceived from a broader perspective than from one's own (different) class position. When teachers and administrators accept children and teachers of other ethnic groups as individuals, the stage is set to engage in the dialogue of integration. Continuing education for teachers, therefore, should be approached in a manner that will challenge them as individuals as well as acquaint them with the problems they will encounter.

In summary, the conflict of change is unavoidable in a free society, and we cannot expect changes to take place without some disputes and misunderstandings. The bases for relationships are not formed without action and reaction. Certainly administrators and teachers must expect and accept trials and conflicts as a part of the integrating process and realize that such trials and conflicts represent the releasing of prejudices and biases. At the same time, however, administrators and teachers must be willing to search objectively for a reasonable solution to problems.

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